

WELCOME TO THE WONDERFUL WORLD OF ADULT BASIC EDUCATION



**BY: IDAHO'S ABE
PROFESSIONAL
DEVELOPMENT
TEAM**



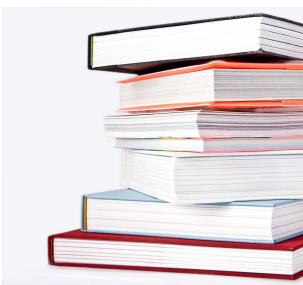
Students: are 16 years of age and older, who are not enrolled in a K-12 program, and score below a high school graduate grade equivalent in one of the basic skills or are learning to speak English as an additional language.



Instructors/Tutors: qualified individuals who volunteer or are hired to teach basic skills to students in classroom or individual settings.



Programs: Regionally structured and part of: the College of Southern Idaho (CSI), the College of Western Idaho (CWI), Eastern Idaho Technical College (EITC), Idaho Department of Corrections (IDOC), Idaho State University (ISU), Lewis and Clark State College (LCSC), or Northern Idaho College (NIC).



Content/Basic Skills: English language acquisition, math, reading, and/or writing skills.

<< *ESL* >>

ESL (English as a Second Language) – also referred to as ESOL (English for Speakers of Other Languages) – classes offer students who have a primary language other than English the opportunity to acquire or improve their English language proficiency.

There is no typical ESL student. Learners are immigrants and refugees from around the world. They may have literacy deficiencies in their own language or advanced degrees from their home countries. Some want to improve their English to prepare for GED or college credit classes, take the citizenship test, or improve their job opportunities; others simply want to enhance their everyday lives.

Classes address the four basic communication skills - listening, speaking, reading and writing – with the goal of improving the students’ abilities to function in a variety of contexts. Curricula and materials vary from one teaching site to another. Teaching reflects the life and work themes of the CASAS test as well as student goals. Although Idaho’s ESL students are predominantly Hispanic, the language of instruction is English.

Some ESL classes are funded by EL (English Literacy) Civics grants and have a different and more specific focus than classes that are funded by other state and federal sources. The curricula for these classes emphasize contextual instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government with the goal of helping students acquire skills and knowledge to become active and informed parents, workers and community members.

After registration and a CASAS pretest, ESL students are placed into an appropriate class according to skill levels. If there aren’t enough students for more than one class, a site may offer a single, multi-level class. Class times vary from region to region and from site to site. Most are held 2 nights a week for 2 – 3 hours. Some sites offer day as well as evening classes. Some manage student enrollment by limiting the dates when students may start classes, while others offer open entry programs. There are advantages and disadvantages to both.

There are many challenges inherent to teaching ESL. These include barriers that prevent students from attending classes regularly, such as long working hours, irregular schedules, lack of childcare, lack of transportation, and lack of familiarity with traditional educational expectations. Teachers may also find the educational and linguistic diversity of their classroom challenging.

ESL students don’t earn an officially recognized certificate, like the GE, but most sites provide a certificate of attendance which students may show employers as evidence of participation in English classes. Even without an official certificate, students appreciate knowing their progress on the CASAS assessment.

<< **ABE** >>

ABE and ASE (adult basic education and adult secondary education) are classes offered to students whose proficiencies in reading, math, and/or writing/language are below a 12.9 grade equivalent.

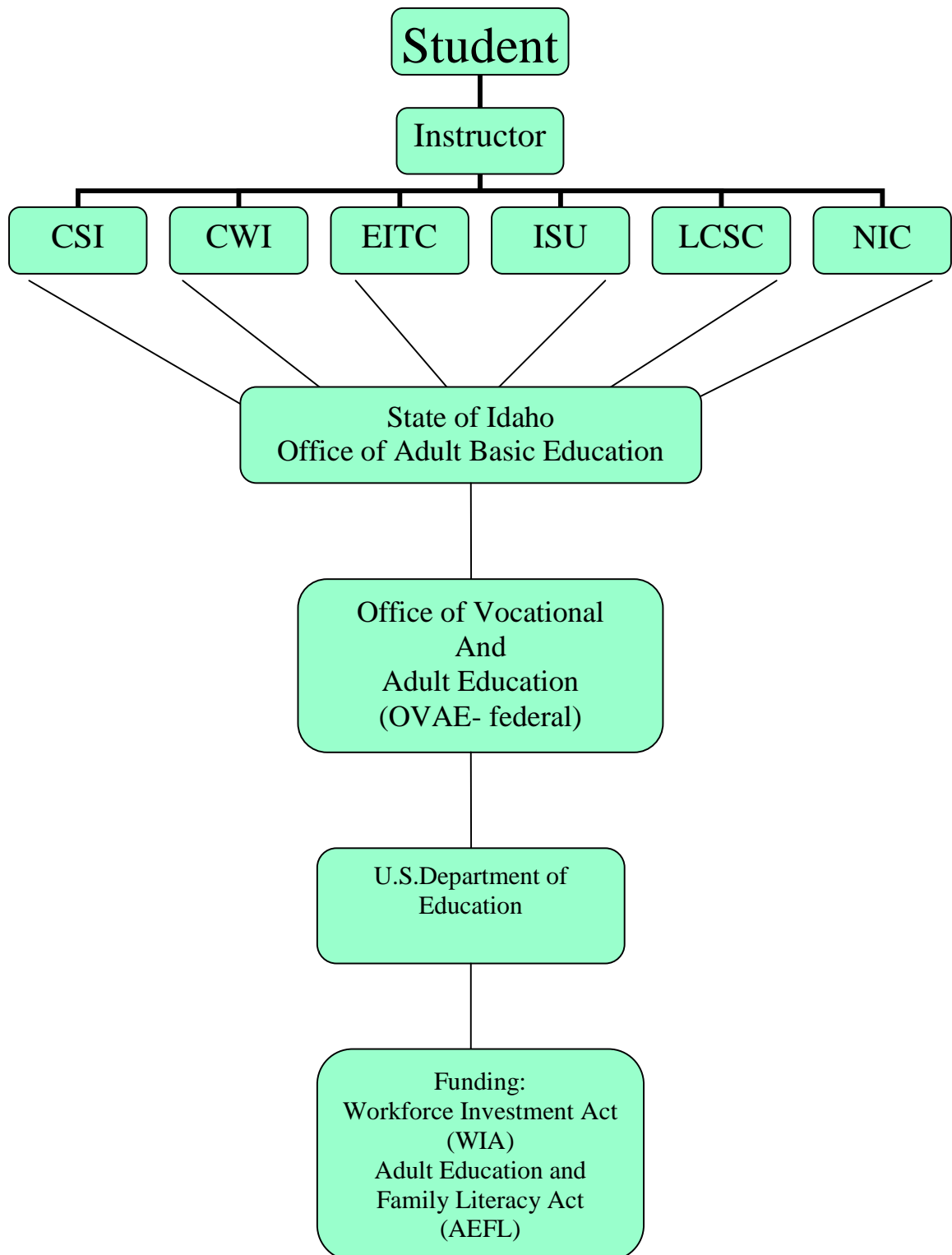
There is no typical ABE/ASE student. Some want to improve their skills to prepare for the GED, college credit classes, or improve their job opportunities; others simply want to enhance their everyday lives.

Classes address basic math, reading, and language/writing skills– with the goal of improving the students’ abilities to function in a variety of contexts. Curricula and materials vary from one teaching site to another. Teaching reflects skills used in everyday life as well as employment and further training or school opportunities.

After registration and a TABE pretest, ABE students are placed into an appropriate class according to skill levels. If there aren’t enough students for more than one class, a site may offer a single, multi-level class. Class times vary from region to region and from site to site. Some sites offer day as well as evening classes. Some manage student enrollment by limiting the dates when students may start classes, while others offer open entry programs. There are advantages and disadvantages to both.

There are many challenges inherent to teaching ABE. These include barriers that prevent students from attending classes regularly, such as long working hours, irregular schedules, lack of childcare, lack of transportation, and lack of success in traditional educational settings. Teachers may also find the educational diversity of their classroom challenging.

Some ABE students may be working to earn a GED, but it shouldn’t be assumed that every ABE student has this goal. The reasons for attendance are as individual as are the students.



Top 10 Acronyms

ABE- Adult Basic Education. The program that can include all students **or** can designate those students who are enrolled in basic skills classes that teach math, reading, and/or writing (would not then include students learning English as a second language).

CASAS- Comprehensive Adult Student Assessment System. The pre- and post-test used for English as a Second Language students (ESL)

DL- Distance Learning. Instruction that includes online and specific curriculum for students to do away from traditional, in-person classes. (A full description and requirements for distance learning are described in the Idaho State Assessment Policy).

EFL- Education functioning level. This indicates the proficiency a student has in specified skills. A pre-test measures a student's proficiency (EFL) when entering a program and post-tests measure the EFL after instruction.

ESL- English as a Second Language. The program for students who are learning to speak, understand, write and read in English- if their native language is something other than English.

GED- General Educational Development exam. Used to indicate that a student has a proficiency in reading, social studies, science, mathematics, and writing of a 12 grade level- if that student has not received a high school diploma.

IMAS- Idaho Management and Accountability System. Idaho's ABE database.

NRS- National Reporting System. The federal guidelines for ABE programs.

PD/SD- Professional or staff development. Can offered by either the region or state. Many of the state trainings are required.

TABE- Test of Adult Basic Education. The pre- and post-test used for students who are studying math, reading, and/or writing.

Acronyms

ABE= Adult Basic Education

AEFLA= Adult Education and Family Literacy Act of 1998=Title II of WIA

ASE= Adult Secondary Education

ASVAB= The Armed Services Vocational Aptitude Battery

CASAS= Comprehensive Adult Student Assessment System

COABE= Commission on Adult Basic Education

COMPASS= Comprehensive Computerized Adaptive Testing System from ACT
that helps place students into appropriate courses and maximizes the
information needed to ensure student success

CSI= College of Southern Idaho

CWI= College of Western Idaho

DL= Distance Learning

DOC= Department of Corrections

EFL= Educational Functioning level

EL/Civics= English Literacy and Civics Education

ESL= English as a Second Language

ESLO= English Speakers of Other Languages

ESLOA= English as a Second Language Oral Assessment

EITC= Eastern Idaho Technical College

FERPA= Family Education Rights and Privacy Act

FFL= Federal Functioning Level

GED= General Educational Development exam

GTS= GED Testing Service

HSE= High School Equivalency exam

IDOC= Idaho Department of Corrections

ILLA= Idaho Lifelong Learning Association

IMAS= Idaho Management and Accountability System

ISU= Idaho State University

LCSC= Lewis Clark State College

LINCS= Literacy Information and Communication System

MPAEA= Mountain Plains Adult Education Association

NCSALL= National Center for the study of Adult Learning and Literacy

NIC= Northern Idaho College

NIFL= National Institute for Literacy

NRS= National Reporting System

NRS Levels ABE =

- | | |
|------------------------------|--------------------------------------|
| 1. Beginning literacy | 4. High intermediate basic education |
| 2. Beginning basic education | 5. Low adult secondary education |
| 3. Low intermediate | 6. High adult secondary education |

NRS Levels ESL=

- | | |
|-----------------------|--------------------------|
| 1. Beginning literacy | 4. Low intermediate ESL |
| 2. Low beginning ESL | 5. High intermediate ESL |
| 3. High beginning ESL | 6. Advanced ESL |

OVAE= Office of Vocational and Adult Education

PD= Professional Development

Project IDEAL= Improving Distance Education for Adult Learners

PTE= Professional-Technical Education

SD= Staff Development

SDE= State Department of Education

SPL= Student Performance Level

TABE= Test for Adult Basic Education

TABE Level L= Literacy level for TABE

TABE Level E= Easy level for TABE

TABE Level M= Medium level for TABE

TABE Level D= Difficult level for TABE

TABE Level A= Advanced level for TABE

TESOL= Teachers of English to Speakers of Other Languages

TOEFL= Test of English as a Foreign Language

WIA= Workforce Investment Act

Match

Game

___Target Population

a. Retain employment, gain employment, attend post-secondary training, or earn a GED or HSE.

___Orientation

b. Time in which academic information is transferred to student-who then demonstrates practical application of information.

___Pre-test

c. Phase to evaluate assessment data with student and determine outcomes to be obtained within program year.

___Goal Setting

d. Points at which students demonstrate an advancement of 2 or more G.E.'s or yearly outcomes which translate into NRS progression.

___Instruction

e. Assessment to determine student's beginning academic level.

___Contact Hours

f. 16 years old and older who, is not enrolled in a post-secondary program, and has needs below high school completion.

___Post-test
Goal Review

g. Amount of time recorded on IMAS in which student and teacher have had direct contact or contact from an approved source is recorded.

___Level gains &
Completion

h. Instruments that document enrollment, EFL gains, average contact hours, and post-test rates.

___Core Goals

i. Phase to collect demographic information and provide student with information about the program.

___Tables 4 & 4b

j. Phase in which possible educational functioning level (EFL) advancement is evaluated to help determine outcomes.

Instruction

Instruction should be primarily delivered in English. Although many ABE students have been unsuccessful in traditional K-12 settings, students still need to have some structure and organization to their studies and instructors should experiment with different classroom structures.

Adult Learning Theory

- Adults have established values, beliefs and opinions.
- Adults are self-directed and usually want to direct their own course of study.
- Adults are goal-oriented.
- Adults have experiences that are valuable and need to be validated.
- Adults are very relevancy-oriented.
- Adults seek respect.
- Adults' learning styles and pace of learning change with age, but the ability to learn does not.

Class Population/Demographics

- Age, sex, socio-economic status, previous school experiences, skill sets already learned, using data to improve practice

Learning Styles

- Link to prior learning
- Who, What, How, What If
- Visual—learn by watching, prefer written instructions, need pictures and graphics
- Auditory—learn by hearing, prefer verbal instructions, easily distracted by sound
- Tactile/Kinesthetic—learn by doing, enjoy manipulative and physical rewards

Use variety in the classroom/don't have to know individual learning styles to be effective

Instructional Methods/Strategies

- Lecture
- Questioning
- Interactive
- Demonstration
- Group Projects
- Individualized
- Self-paced
- Assignments and Projects
- Field Trips
- Role-playing
- Simulations and Games

Ineffective Instructional Methods

- Mistaking textbooks for curriculum
- Do not blindly follow a textbook, adapt to current students' needs
- Do not use laminated lesson plans over and over, retool and make specific to the group
- Do not "wing it" all the time as a matter of practice

Retention/Motivation

- Awareness and management of the positive and negative forces that help and hinder persistence.
- Self-efficacy
- Establishment of a goal by student
- Progress toward reaching a goal
- Address Barriers—be a facilitator, assist students/identify their resources/overcome obstacles
- Show enthusiasm, interest, and practical application

Self-Evaluation and Reflection**Review Your Effectiveness**

- Good communication
- Teach content effectively
- Facilitate learning in the classroom
- Learning atmosphere
- Answer questions
- Listening to students
- Evaluate curriculum
- Peer review, feedback from director or co-instructor
- Student evaluations
- Teacher journals

Resource List

State website: <http://www.pte.idaho.gov/ABE/Home.html>

Professional Organizations and Journals

- Focus on Basics, National Center for the Study of Adult Learning and Literacy
- Pro-Literacy
- The Change Agent

2010 Idaho ABE
Professional Development
(required trainings)

New Teacher Orientation

What: Option 1: Face-to-face training including an overview of the following topics: NRS, database, assessment & goal setting, TABE, CASAS, forms, DL, GED, HSE, instruction, ABE flow chart, ESL/ABE/ASE, acronyms, etc.

Option 2 DVD highlights of face-to-face orientation including packet.

NRS

What: **New personnel**- Packet

Prepared by state PD coordinator in consultation with regional PD representatives. Questions in packet to be answered and then discussed with assigned regional NRS lead. Completions (name & date) submitted to state PD coordinator. Packet with answers kept in individual personnel PD files in region.

2nd year of experience- NRS Online

State approved segments. Certificates kept in regional files. Completions submitted to state PD coordinator.

3rd year & more of experience- NRS updates online

Questions to be answered prepared by state PD coordinator. Answers reviewed in region & discussed. Answers kept in region, completions submitted to state.

IMAS

What: **New personnel**- packet & skill checklist

Prepared by state PD coordinator in consultation with regional PD representatives. Monitoring of proficiency of key skills done by region with documentation of key skills checklist in files. Completions submitted to state PD coordinator

Experienced personnel- monitoring tool

Prepared by state PD coordinator in consultation with regional PD representatives. Regions monitor individual staff and faculty for quality data entries. State monitors regions for quality data (see Idaho Assessment Policy).

Assessment & Goal Setting Policy

What: **New personnel**- DVD

Regional monitoring of completion including discussion of agenda topics with each new participant. Completions submitted to state PD coordinator. Updates State prepares annual policy updates & provides training on those updates

Experienced personnel-Video Conferencing

State prepares annual policy updates & provides training on those updates.

TABE

What: **New TABE administrators-** face-to-face

Training by a state approved TABE trainer (see 2010 Idaho Assessment Policy:
Pre-service TABE Test Administrators Training (New Staff)

Experienced TABE administrators- face-to-face

Training by a state approved TABE trainer [see 2010 Idaho Assessment Policy:
In-service TABE Administrators Training (Previously trained test administrators)]

CASAS

What: **New CASAS administrators-** face-to-face

Training by a state approved CASAS trainer [see 2010 Idaho Assessment Policy:
Pre-service CASAS Test Administrators Training (New Staff)]

Experienced CASAS administrators- face-to-face

Training by a state approved CASAS trainer [see 2010 Idaho Assessment Policy:
In-service CASAS Administrators Training (Previously trained test administrators)]

Distance Learning

What: **New instructors-** Policy- Video Conferencing
Instruction- Packets

Packets prepared by state PD coordinator.

Questions in packets to be answered and then discussed with assigned regional DL lead.
Completions submitted to state PD coordinator. Packets with answers kept in individual
personnel PD files in region.

Experienced DL instructors- State prepares annual policy updates &
provides training on those updates.

ABC's of ABE/ESL

Required for each student:

1. Complete intake form*
2. Pre-test (TABE or CASAS- administered by a trained staff/faculty member)*
3. Review of test scores and first goal setting
4. Entry of intake, testing, and goal setting information on IMAS
5. 60/70 hrs. instruction in subjects showing need on pre-test* ** Approved instruction includes:
 - A. Face-to-face class or tutoring
 - B. Independent study at site
 - C. SkillsTutor (online)
 - D. GED Connection (workbook)
 - E. Crossroads Cafe
6. Post-test (CASAS or TABE) on alternative form after instruction*
7. Review of scores and goals*
8. Entry of post-test scores and updated goals on IMAS

* Original forms or copies of the following kept in the regional office:

1. Intake
2. Pre-test scores
3. Attendance by class for day/week/ or month (regionally determined)
4. Post-test scores
5. Up-dated goals for intake forms

** see State assessment policy and regional list for exceptions to 60 hrs.

National Reporting System

National Reporting System Defined

The NRS is the accountability system for the federally funded, state-administered adult education program. It addresses the accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act.

History of the NRS

Born in the 1990s, a decade known for **accountability of Federal programs**, publicly funded agencies and programs were required to demonstrate a program's impact on client populations. All Federal agencies were required to develop strategic plans to ensure that services were delivered efficiently, and also to develop indicators of performance to demonstrate their agency's impact. The NRS was developed, at the request of directors of adult education, to work toward developing a national system for collecting information on adult education student outcomes.

Overview of the NRS Measures and Methods

The core measures apply to all adult education students receiving **12 or more hours of service**. There are three types:

Outcome measures include **educational gain, entered employment, retained employment, receipt of secondary school diploma or general education development (GED) certificate, and placement in postsecondary education or training.**

Descriptive measures include student demographics, reasons for attending, and student status.

Participation measures include contact hours received and enrollment in instructional programs for special populations or topics, such as family literacy or workplace literacy.

The NRS secondary measures include additional outcome measures related to employment, family, and community. States are not required to report on the secondary measures and no performance standards are tied to them.

Core Outcome Measures

Student outcome measures are the central measures of the NRS. Although they are not the only measures that could be used to evaluate adult education programs, the outcome measures selected represent what a broad consensus of adult educators believe are appropriate measures for providing a national picture of program performance.

Educational gain, a key outcome in NRS, provides a measure of student literacy gains resulting from instruction. To determine this measure, programs assess students on intake to determine their educational functioning level. There are four levels for ABE, two for adult secondary education (ASE) and six levels of ESL.

After a predetermined amount of instruction or time period determined by each state, the program conducts follow-up assessments of students in the same skill areas and uses the functioning level descriptors to determine whether the students have advanced one or more levels or are progressing within the same level.

Educational Functioning Levels

Educational Functioning is divided into six levels for both ABE and ESL. ABE levels are: beginning literacy, beginning basic education, low and high intermediate basic education, and low and high adult secondary education. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level.

The six ESL levels are: beginning literacy, beginning ESL, low and high intermediate ESL, and low and high advanced ESL. The ESL levels describe speaking and listening skills and basic reading, writing, and functional workplace skills that can be expected from a person functioning at that level.

Forms

STATE

Age Verification Form – Student, parent, and ABE personnel signs – ABE personnel fills in date of birth, picture ID source and number

Distance Learning Agreement Form – Student and Instructor agreement to certain behaviors. Student and instructor sign.

Distance Learning Log – Keeps record of distance learning material checked out to student (dates in and out) and hours credited to student

Government Lessons

Completion Form – (for completion of Government class) Instructor/ABE personnel completes form. Student sends into Idaho Dept. of Education with signed and notarized form and fee.

Acceptance of Government Scores – Student fills in with a notary verification of identification with a fee to Idaho Department of Education.

Intake Enrollment Form – (to enroll students into our program, keep accurate records, match data to IMAS) - Student fills out left-hand side of form. Instructor/intake person checks readability of information (all asterisked material filled in correctly). Intake person assists in filling out the right-hand side of the form. Student signs.


Post-test Justification Form – used for post-testing before 60 hours of contact with students

Student Release Form – student and ABE personnel sign – releases confidential information to a person or agency used only when student needs information released

IMAS User Guide and Manual

Instructions for the use of
Idaho's Management and Accountability System

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*Special thanks to Arkansas Adult Education and Tracy Andrews for allowing us to use and revise their manual.

HOW TO USE IMAS

****A flow-chart outlining the process for entering registration information into IMAS and obtaining approvals can be found at the end of this instructional section****

- IMAS web address: <http://imas.sde.state.id.us>
- Login will be the user's email address, lower case with no spaces. The original password is "imas." This will need to be changed in order to protect Program data. At first login, click on "User List" on left menu bar. Click on user's name. Put in new password and confirm by re-entering password.
- This will be the first screen when you log on for the first time (Figure 1). Each Program will be set up with the user's email address (lower case, no spaces).

Figure 1

3. Guidelines for Pre- and Post- Test Administration

	ABE	ASE	ESL/EL Civics
Pre-test			
<u>New Students</u>	Within first 12 hours of attendance	Within first 12 hours of attendance	Within first 12 hours of attendance
<u>Continuing students</u>	Final post-test of previous year, if dated within 6 months of new fiscal year	Final post-test of previous year, if dated within 6 months of new fiscal year	Final post-test of previous year, if dated within 6 months of new fiscal year
<u>Re-enrolling students</u> (6+ month absence)	Within first 12 hours of new attendance.	Within first 12 hours of new attendance.	Within first 12 hours of new attendance.
Data Entry & Monitoring			
	<p>Pre-tests are entered on IMAS- within two weeks of assessment completion.</p> <p>The State Office of Adult Education will review quarterly data reports from local programs to verify that state policies concerning assessment and data collection and entry are being followed. This will include monthly student file checks at the program level. These data reports and desk audits will be sent to the State Office for review (quarterly).</p> <p>An annual on-site monitoring visit will be conducted in each region to verify quality of data and to ensure that all state policies concerning assessment and data collection are adhered to.</p>	<p>Pre-tests are entered on IMAS- within two weeks of assessment completion.</p> <p>The State Office of Adult Education will review quarterly data reports to verify that state policies concerning assessment and data collection and entry are being followed. This will include monthly student file checks at the program level. These data reports and desk audits will be sent to the State Office for review (quarterly).</p> <p>An annual on-site monitoring visit will be conducted in each region to verify quality of data and to ensure that all state policies concerning assessment and data collection are adhered to.</p>	<p>Pre-tests are entered on IMAS- within two weeks of assessment completion.</p> <p>The State Office of Adult Education will review quarterly data reports to verify that state policies concerning assessment and data collection and entry are being followed. This will include monthly student file checks at the program level. These data reports and desk audits will be sent to the State Office for review (quarterly).</p> <p>An annual on-site monitoring visit will be conducted in each region to verify quality of data and to ensure that all state policies concerning assessment and data collection are adhered to.</p>

Post-test	ABE	ASE	ESL
<u>All Students</u>	<p>After 60 hours of documented, academic instruction.*</p> <p>* Post testing may occur under the following limited circumstances <u>after</u></p> <ol style="list-style-type: none"> 1. Student has attained at least 40 hours of instruction, <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 2. The program director has given written permission for each exception <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 3. One or more of the following conditions is met: <ul style="list-style-type: none"> -a student is leaving program; or -has completed a class, term, or semester in which the scheduled class time is 60 hrs. or more; or -has made significant or unanticipated learning gains. <p>All post-testing provided prior to the 60 hour rule must be documented using the forms provided by the State Office of Adult Education to verify reasons for early post-testing. Each region's documents will be kept in one binder at the regional office for onsite monitoring purposes.</p>	<p>After 60 hours of documented, academic instruction.*</p> <p>* Post testing may occur under the following limited circumstances <u>after</u></p> <ol style="list-style-type: none"> 1. Student has attained at least 40 hours of instruction, <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 2. The program director has given written permission for each exception <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 3. One or more of the following conditions is met: <ul style="list-style-type: none"> -a student is leaving program; or -has completed a class, term, or semester in which the scheduled class time is 60 hrs. or more; or -has made significant or unanticipated learning gains. <p>All post-testing provided prior to the 60 hour rule must be documented using the forms provided by the State Office of Adult Education to verify reasons for early post-testing. Each region's documents will be kept in one binder at the regional office for onsite monitoring purposes.</p>	<p>After 70 hours of documented, academic instruction.*</p> <p>* Post testing may occur under the following limited circumstances <u>after</u></p> <ol style="list-style-type: none"> 1. Student has attained at least 40 hours of instruction, <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 2. The program director has given written permission for each exception <p style="text-align: center;">AND</p> <ol style="list-style-type: none"> 3. One or more of the following conditions is met: <ul style="list-style-type: none"> -a student is leaving program; or -has completed a class, term, or semester in which the scheduled class time is 60 hrs. or more; or -has made significant or unanticipated learning gains. <p>All post-testing provided prior to the 60 hour rule must be documented using the forms provided by the State Office of Adult Education to verify reasons for early post-testing. Each region's documents will be kept in one binder at the regional office for onsite monitoring purposes.</p>

>> CASAS <<

The formal assessment used for Idaho ESL students is either a reading or listening test from the Comprehensive Adult Student Assessment System (CASAS) Life and Work series. These are the only assessments that are approved by the state or that can be entered into the IMAS database. The test is used for class placement and to measure educational gain.

The CASAS Life and Work Series helps to identify the basic reading and listening skills needed to function successfully in today's society. Test items are based on more than 360 essential life skills competencies. Descriptions of these competencies are provided by CASAS and can be used as objectives for instruction.

CASAS offers four levels of tests. The levels reflect NRS (National Reporting System) educational functioning levels. Before a leveled pre-test is given, an appraisal assessment is administered to determine which of the four leveled tests is appropriate. A post-test is given to all students after 60 – 70 hours of attendance. The CASAS Suggested Next Test Scale is used to decide which post-test to give.

CASAS tests can only be administered or scored by staff and faculty with current CASAS training. Pre-service and in-service CASAS training is offered regularly in accordance with state assessment policy.

CASAS Level and Test Form	NRS Functioning Level	Scale Score
A		
27, 28,	Beginning Literacy	150 -180
81, 82	Low Beginning	181 - 190
81X, 82X	High Beginning	191 - 200
B		
83, 84	Low Intermediate	201 - 210
	High Intermediate	211 -220
C		
185, 186	Advanced	221 - 236
D		
187, 188	Exit	> 236

Test of Adult Basic Education (TABE) Administration Specifics:

Content: This test measures academic ability up to a 12.9 grade level in basic reading, math, and language skills for ABE students.

--Pre Testing--

First administer the Locator Test (administration 35 minutes) prior to administering the required tests, in order to determine which level (**L**iteracy, **E**asy, **M**edium, **D**ifficult, or **A**dvanced) is appropriate to administer.

Second, administer the complete battery of reading, math, and/or language (specific guidelines are in the state assessment policy and regional procedures).

**Math score:* both the Applied Math and the Math Computation must be administered.

Time Limits

	min.		min.
Reading (required)	:50	Reading (required)	:25
Math Computation (required)	:24	Math Computation (required)	:15
Applied Math (required)	:50	Applied Math (required)	:25
Language (optional)	:55	Language (optional)	:25
Language Mechanics (optional)	:14		
Vocabulary (optional)	:15		
Spelling (optional)	:10		

--Post Testing--

- It is required that alternate forms of the test are administered as a post-test, i.e., pre-test with form 9, and then post-test with form 10 at the same level(s) of the pre-test that generated the EFL.

ABE Educational Functioning Level (EFL)	TABE Grade Equivalent (GE)	TABE Scale Scores		
		Reading	Math	Language
1. Beginning Literacy	0 – 1.9	<=367	<=313	<=389
2. Beginning Basic Education	2.0 – 3.9	368-460	314-441	390-490
3. Low Intermediate	4.0 – 5.9	461-517	442-505	491-523
4. High Intermediate	6.0 – 8.9	518-566	506-565	524-559
5. Low Adult Secondary	9.0 – 10.9	567-595	566-594	560-585
6. High Adult Secondary	11.0 – 12.9	>=596	>=595	>=586

What are the GED Tests?

The Tests of General Educational Development (GED Tests) are designed to measure the major and lasting academic outcomes students normally acquired by completing a typical high school program of study. Each of the five tests uses a multiple-choice question format. In addition, every GED candidate must also satisfactorily complete a timed essay on an assigned topic in order to pass the GED Tests.

Test Area	Number of Questions	Time Limit
Language Arts, Writing, Part I	50	75 minutes
Language Arts, Writing, Part II	1 essay	45 minutes
Social Studies	50	70 minutes
Science	50	80 minutes
Language Arts, Reading	40	65 minutes
Mathematics	50	90 minutes

Each of the five tests in the GED Tests battery is developed from specifications established by experienced secondary school and adult educators and is reviewed by subject-matter experts. Every test question undergoes multiple reviews by test specialists and external content specialists and is evaluated for fairness. Each question is also field-tested before becoming part of a final test form.

The GED Tests are standardized on a regular basis using a national stratified random sample of graduating high school seniors, tested in the spring of their senior year. These seniors establish the performance standard required for candidates to earn a GED credential. Equating studies ensure comparability across different forms of the GED Tests.

The standard score scale for the GED Tests is derived directly from the performance of graduating high school seniors. Standard scores, and the accompanying percentile ranks, provide the vehicle for comparing the performance of GED candidates to the performance of graduating high school seniors. In order to pass the GED Tests, the GED candidate must currently demonstrate a level of skill that meets or surpasses that of the top 60 percent of graduating high school seniors.